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This publication summarizes 20 studies regarding community colleges completed by Northern Illinois University graduate students during the years 1966-68. In each instance, a statement of the problem, a description of the procedures employed in the study, and a summary of significant findings were presented. Included were studies dealing with student enrollment, teacher characteristics, electronics technology, student satisfaction with instruction and services, transfer students, attitudes of chief administrators and faculty members toward a student personnel point of view, the business manager, open door policy of admissions, journalism courses, subject-matter requirements and total hours necessary to earn an A.A. degree, motivation factors of adult students, occupational course offerings in selected colleges, biological sciences courses, operation of occupational or technical programs, high school student concepts and understandings concerning the public junior college, the financial aid administrator, the art curriculum, and the effect of group counseling on students placed on academic probation. (DG)

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Northern Illinois University

Abstracts of Graduate Studies on the Community (Junior) College

1966-1968

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NORTHERN ILLINOIS UNIVERSITY

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JUN 20 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Periodically, requests are received by staff members of Northern Illinois University inquiring into the nature of research activities carried on by the university in the area of the community (junior) college. This publication summarizes research in that area completed by N.I.U. graduate students during the years 1966-1968. Because of the rapid changes taking place in the community college field, some of the studies outlined here should be considered in terms of the specific years in which the research was completed.

WILLIAM K. OGILVIE, Director
Community College Services
Northern Illinois University

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A COMPARATIVE STUDY TO DETERMINE THE EDUCATIONAL BACKGROUND AND WORK EXPERIENCE DESIRABLE FOR JUNIOR COLLEGE BUSINESS MANAGERS

Arlyn E. Waite
1966

Statement of the Problem

The purpose of this study was to determine the educational background and work experience desirable for junior college business managers.

The study was concerned with five areas of inquiry:

1. What specific academic subjects are necessary in the training of junior college business managers?

2. What academic degrees are considered desirable by junior college business managers in meeting the qualifications for their positions?

3. What work experiences are considered helpful or essential to effectively pursue the position of junior college business manager?

4. What certification requirements are desirable for junior college business managers?

5. What comparisons may be made of the opinions of junior college business managers of Illinois and California and junior college business managers of Michigan regarding educational background and work experience desirable for their positions?

Procedural Methods of the Study

To facilitate this study a four page questionnaire, identical to that used by Bort for a similar study of Illinois and California, was mailed to the business managers of the 22 public and seven private junior colleges in the state of Michigan. A total of 17 or 58.6 per cent were returned.

Summary of Significant Findings

The following conclusions may be drawn concerning the general information submitted by the respondents.

1. The average enrollment of the junior colleges represented by the respondents was 1,959.

2. The 17 respondents had worked an average of 6.5 years at their present positions.

3. Thirteen (76.5 per cent) worked as business managers on a full-time basis while four (23.5 per cent) also served in some other capacity. Three (17.6 per cent) were also concerned with the business administration of other schools in the district of which the junior college was a part.

4. Five duties of predominant concern to the junior college business managers were (1) budget preparation and control, (2) purchasing, (3) supervision and administration of non-instructional personnel, (4) building planning and construction and (5) fiscal reporting and projection.

5. The responding business managers had an average of 7.4 persons working on the office staff directly responsible to them.

6. Although 75 per cent of the respondents had studied prescribed courses in business administration, only 35 per cent of the 17 respondents held a degree in business administration, while 71 per cent of the respondents held a degree in education.

7. Approximately one-third (35 per cent) of the respondents had served some type of internship in school business administration.

8. Bachelor's degrees were held by 94 per cent of the respondents. Of the respondents holding bachelor's degrees, 25 per cent indicated the field of study as business and 63 per cent listed education as the major area. The remaining 12 per cent of the bachelor's degrees were earned in other areas.

9. There were 88 per cent of the respondents who had education beyond a bachelor's degree and 71 per cent held a master's degree. The majority of the master's degrees held were earned in education and school administration.

10. The same number (71 per cent) holding master's degrees also had education beyond a master's degree but none of the respondents indicated that they had earned a doctorate.

11. Only 12 per cent of the respondents held a certificate in school business management.

12. A majority (65 per cent) of the respondents had previous work experience in business. Teaching experience contributed to the background of 76 per cent of the respondents. The average work experience in business was nine years, and in teaching 9.7 years.

13. A majority (59 per cent) of the respondents indicated having experience as a school business administrator prior to becoming a junior college business manager. The average number of years experience of those respondents reporting previous experience as a school business administrator and indicating the amount was 5.5 years.

14. There were 65 per cent of the respondents who agreed that a degree in business administration was a necessary qualification for an applicant for the position of junior college business manager. A greater number (82 per cent) agreed that prescribed courses in business administration were necessary. Those favoring a degree in education numbered ten (58 per cent) and even fewer (53 per cent) agreed that education courses are a necessary qualification.

15. It was agreed by 76 per cent of the respondents that a master's degree is a desirable qualification for a candidate for the position of junior college business manager. Of those expressing a preference, for an area of study for the master's degree, a majority recommended educational administration.

16. Only 12 per cent of the respondents felt that a doctor's degree was necessary qualification at the junior college level of business administration.

17. Nearly three-fifths (59 per cent) of the business managers agreed that some type of previous internship should be a required qualification for a junior college business manager candidate.

18. It was agreed by 53 per cent of the respondents that a certificate in school business administration should be held by a candidate.

19. Over three-fourths (76 per cent) of the respondents favored the opinion that prior work experience in business was a necessary qualification for a junior college manager candidate. Fewer (58 per cent) were in favor of requiring teaching experience of the candidate.

20. Over one-half (53 per cent) of the respondents agreed that a candidate should have some prior experience as a school business administrator.

21. The responding business managers selected the following 15 courses as the most important:

a. School Fund Accounting
b. School Finance
c. School Business Management
d. School Organization adn Administration
e. Purchasing and Supply Administration
f. Advanced School Fund Accounting
g. School Law
h. School Office and Personnel Management
i. Maintenance and Operations
j. Administrative of Staff Personnel
k. Management of Auxiliary Enterprises
l. School Buildings
m. Internship in Business Management
n. Problems in School Administration
o. School-Community Relations

The above college courses are listed in the sequential order of importance as ranked by the responding business managers.

22. Other areas of training considered desirable for candidates for the position of junior college business manager were engineering, federal reimbursement and subsidy plans and legislative processes. Manufacturing industry experience, purchasing and new building planning and construction were considered valuable work experience for the junior college business manager.

Degree: M.S. in Business Administration

Advisors: H. Yankow, J.Johansen, and A. Price

A STUDY TO DETERMINE THE DUTIES AND RESPONSIBILITIES OF THE BUSINESS MANAGERS IN CLASS I JUNIOR COLLEGES IN THE STATE OF ILLINOIS

Roger W. McIntyre
1966

Statement of the Problem

It was the purpose of this study in July, 1966, to determine the duties and responsibilities of the business managers in Class I Junior Colleges, newly established and operative as a direct result of the Junior College Public Law 1710 of 1965.

This investigation is concerned with the following problems:

1. Areas of responsibility and duties in the business function.
2. Other areas of responsibility outside the business function.
3. Areas of responsibility in construction, planning, maintenance and operations.
4. Relationships to the academic areas.
5. Relationships to other administrators.
6. Relationships to the board of education.
7. Relationships to outside public areas.
8. Academic subjects and degrees needed to qualify for the position of junior college business manager.
9. Previous work experience which qualifies the junior college business manager for his position.
10. Recommendations for prospective junior college business managers.

Procedural Methods of the Study

The information acquired was by personal interviews of seven business managers from Class I Junior Colleges. The data was divided into the five following areas of interest:

1. Introduction
2. Preparation and Experience
3. Duties and Responsibilities
4. Relationships
5. Recommendations and Future Trends

To facilitate and organize the personal interviews of Class I Junior College Business Managers an eighty question check list was developed in the five divisions mentioned above.

Summary of Significant Findings

Through the use of a personal interview check list, the researcher arrived at the following conclusions:

1. The duties and responsibilities of the Class I Junior College Business Manager are many and varied. The most frequent areas of responsibilities are as follows:

   a. Financial area
   b. Budgeting
   c. Payroll
   d. Accounting
   e. Purchasing
   f. Non-certified Personnel
   g. Maintenance and Operations
   h. Construction

2. The other areas of responsibility outside the business functions are few. The study showed that the Class I Junior College Business Manager remained basically in his area of business functions leaving the curriculum area to those trained in that particular field.

3. The areas of responsibility in maintenance, planning and operations were primarily handled by the business manager of the Class I Junior College. New construction was shown by the study to be a group coordinated project between the business manager, president of the college, dean and directors of curriculum, and the board of education construction committee which includes the architect.

4. The business managers of the Class I Junior College found that their relationships with the other administrators was on both a formal and informal level. They found this to be very desirable. The relationship of the business managers to the board of education was on a formal basis only. The study indicated that the business manager felt that only relationships with the board of education should be on a professional level through the president of the college.

5. Business managers of the Class I Junior College felt that a Master's degree is desirable but not always necessary for the position. More appropriate, in handling the duties and responsibilities, is experience in the business field and training in the area of school business management.

6. The range in age of the business manager is from 31 to 62 years. Of the business managers interviewed, 87 per cent were in their thirties or early forties.

7. There is a variance in the official title of the business manager. Of these interviewed 57 per cent are known as Deans of Business Affairs. The three other titles mentioned were: Vice President in Charge of Business Affairs, Assistant Superintendent in Charge of Business Affairs, and Controller and Business Manager. The salary range was from $11,000-$18,000; the median salary being approximately $15,500.

8. All of the business managers interviewed had earned their Bachelor's and Master's degrees. At the undergraduate level 71 per cent of the degrees were in education and 29 per cent in business. At the graduate level 71 per cent of the business managers interviewed had majors in business administration and 29 per cent in education administration. All of the business managers interviewed had been teachers; and 87 per cent had previous experience outside the field of education.

9. The academic courses the business managers felt were most helpful to them in carrying out their duties as business managers were accounting, office management, personnel, workshop, data processing, finance, insurance, and research.

10. Of the business managers interviewed 85 per cent were not involved in any area of curriculum planning or actual teaching; 15 per cent were involved with the mechanical set-up of data processing for curriculum planning.

11. All of the junior colleges in the seven cases studied engage lawyers to handle legal matters for the college.

12. Of the business managers interviewed 28 per cent ha have assistant business managers and 72 per cent indicated that they hope to have assistant business managers in the near future.

13. In 86 per cent of the cases the business managers suggested more use of data processing to facilitate their jobs, and 14 per cent suggested increased life insurance benefits.

14. Of the cases interviewed, in 58 per cent a secretary is in charge of accounting and in 42 per cent an accountant is in charge.

15. In all cases the board of education engages an outside auditor to review the record books.

16. Of the business managers interviewed, 85 per cent do not have a supervisor in charge of purchasing. All of the business managers use a bid form to purchase supplies, aided by the educational staff. In 86 per cent of the cases, the business managers buy mostly from local sources. All of them see salesmen personally when they call. Of the business managers interviewed 58 per cent do not maintain an active inventory of supplies on hand. All of the business managers interviewed use a special purchase order for all purchases.

17. All of the business managers do, or plan to, operate a book store and supply center for students.

18. Of the colleges interviewed, 85 per cent do not have a supervisor of buildings and grounds, but plan to in the future.

19. All of the business managers interviewed are in charge of remodeling and with other staff members and the board of education are involved with the planning of the physical layout of the rooms and buildings under construction.

Degree: M.S. in Business Administration

Advisor: H. Yankow

A STUDY OF NON-JUNIOR COLLEGE HIGH SCHOOL DISTRICT STUDENT ENROLLMENT IN ILLINOIS PUBLIC JUNIOR COLLEGES

Dennis R. Crabtree
1967

Statement of the Problem

The purpose of this study was to investigate the extent to which students from non-junior college high school districts were enrolled in Illinois junior colleges during the first semester of the 1966-67 school year and the amount of public monies that the enrollment of these students cost non-junior college high school districts. More specifically, the study attempted to ascertain:

1. The number of residents of non-junior college high school districts attending Illinois junior colleges according to junior colleges attended.

2. The per-credit hour charge-back assessed by operating junior colleges in Illinois.

3. The number of non-junior college high school districts affected by the charge-back provisions of the Illinois Junior College Act (HB 1710).

4. Charge-back to junior college districts and non-operating junior college districts.

Procedural Methods of the Study

During the course of the investigation, the following methods of procedure were used:

1. Professional publications were studied (1955-1966) for literature related to the topic under investigation. None was found.

2. Questionnaires were sent to twenty-eight operating junior colleges in Illinois including eight branches of Chicago City College to obtain the information necessary to meet the stated purposes of the study.

3. The returns of the questionnaires were analyzed and conclusions drawn as warranted by the findings of the investigation.

Summary of Significant Findings

An analysis of the data obtained in the investigation revealed the following information concerning student enrollment and costs in Illinois junior colleges.

1. The total enrollment for the junior colleges in the study during the fall semester of 1966 was 64,127. The non-district enrollment was 5,680 or 8.97 per cent for the twenty-five junior colleges who reported non-district enrollment.

2. During the period of this study, the junior college enrollment in Illinois was found to range from 591 students to 7,090 students, while the range of non-junior college high school district enrollment was seven students to 803 students.

3. Per cent of non-district enrollment for the junior colleges in the study ranged from 0.30 to 94.75.

4. The mean enrollment for the twenty-six junior colleges was 2,466 students and the mean non-district enrollment was 227 students. The mean per cent of non-district enrollment was 14.98, while the median per cent of non-district enrollment was 9.20.

5. The range of charge-backs for the twenty-six junior colleges was $6.00 - $24.50 per credit hour and the mean was $11.39.

6. There were at least 319 non-junior college high school districts affected by the charge-back provision of the Illinois Junior College Act (HB 1710). The range of students attending junior colleges from these non-district schools was from one to 345 and the mean was 17.49.

7. The range of known charge-backs to non-junior college high school districts was $22.10 to $28,336.00.

8. Charge-backs, known for 1,821 students or 32.06 per cent of the non-district enrollment amounted to $270,591.87. This is an average of $148.60 per student.

9. Eight hundred and forty-six students residing in junior college districts attended junior colleges outside of their district.

10. Total charge-back for 41.49 per cent or 351 students from junior college districts was $57,903.11, an average of $164.97 per cent. The range of the known charge-backs to the junior college districts was $120.00 - $25,963.05.

11. Inasmuch as 319 non-junior college high school districts were found in this study, considerable effort needs to be made to encourage districts to this type to annex to junior college districts.

12. Student costs, as reflected by charge-backs, indicate that a considerable range exists in Illinois public junior colleges in educating students per credit hour.

13. In some cases, students, through lack of knowledge of provisions of House Bill 1710, were burdened with charge-back costs. Local high school districts should do more to publicize information pertinent to the Junior College Act of July 1965.

Degree: M.S. in Education

Advisors: W. K. Ogilvie, H. Yankow

A STUDY TO DETERMINE THE EDUCATIONAL AND OCCUPATIONAL BACKGROUNDS OF TEACHERS IN THE PUBLIC COMMUNITY (JUNIOR) COLLEGES OF ILLINOIS

Business

William E. Piland
1967

Statement of the Problem

The purpose of this study was to determine the educational and occupational backgrounds of the business teachers in the Illinois public community (junior) colleges.

Procedural Methods of the Study

The procedure followed consisted of the following sequence of activities:

1. Related literature was reviewed to determine the extent to which research had been done in this area.

2. Introductory letters of inquiry requesting the names of all junior college business teachers were sent to the department chairman of every Illinois public community college.

3. Finally, questionnaires were mailed to 321 business teachers in the Illinois public community colleges. Two hundred and twenty, or 69 per cent responded to the survey instrument.

Summary of Significant Findings

The following findings were derived from an analysis of the 220 completed questionnaires.

1. The investigation determined that of the 220 teachers involved in the study, 126, or 57.23 per cent, were full-time teachers.

2. One-hundred and twenty-six, or 57.89 per cent of the junior college business teachers, had secondary teaching experience.

3. The range of years the business teachers had taught business subjects on the junior college level was from one to thirty-four. The modal number of years was one.

4. Over 57 per cent of the part-time teachers carried a three hour teaching load. Over 48 per cent of the full-time teachers carried a fifteen hour teaching load.

5. One-hundred and forty-eight, or 67.27 per cent of the business teachers obtained a master's degree as the highest degree earned. Forty-nine, or 22.27 per cent of the teachers, held the bachelor's degree as the highest degree earned. Only three business teachers obtained the doctoral level.

6. One-hundred and sixty-eight, or 77.06 per cent of the junior college business teachers were not involved in advanced study at the time of the survey. Over one-half of the business teachers had been ivvolved in advanced study within the last three years. The full-time teachers' involvement in advanced study was more recent than the part-time teachers' involvement.

7. One-hundred and forty-seven, or 66.82 per cent of the junior college business teachers, had completed a course in educational psychology. Only thirty-six, or 16.33 per cent of the teachers, completed a course which dealt with the philosophy of the junior college movement.

8. The three most frequently mentioned undergraduate and graduate majors of the junior college business teachers were business education, business administration, and accounting. A higher percentage of part-time taachers than full-time teachers had undergraduate and graduate majors in areas other than business.

9. Sixty-seven, or 30.45 per cent of the junior college business teachers, were members of the Illinois Education Association. Fifty or 22.73 per cent of the teachers, were members of the National Business Teachers Association. Only eleven, or 5 per cent of the teachers, were members of the American Association of Junior Colleges.

10. Twenty-two, or 10 per cent of the junior college business teachrrs, held membership in the Chamber of Commerce. Only nine teachers held membership in the Society for the Advancement of Management.

11. Sixty-three, or 28.64 per cent of the junior college business teachers, subscribed to the Illinois Education Association Journal. Fifty-one, or 25.05 per cent of the teachers, subscribed to Business Education World. Only forty-four, or twenty per cent of the teachers, subscribed to or read the Junior College Journal.

12. One-hundred and eight, or 49.09 per cent of the junior college business teachers, subscribed to the Wall Street Journal. Seventy-three, or 33.18 per cent of the teachers, subscribed to Business Week.

13. Two-hundred and thirteen, or 97.17 per cent of the junior college business teachers, had practical work experience. One-hundred and seventy-seven, or 80.45 per cent of the teachers, had from one to nine years of practical business experience.

14. Eighty-nine, or 41.78 per cent of the junior college business teachers, were working in business at the time of the survey. One-hundred and thirty-seven, or 64.32 per cent of the teachers, worked in business within the last three years.

15. One-hundred and sixty-two, or 76.42 per cent of the business teachers, rated their practical business experience as having "great value" when applied to teaching. Over 80 per cent of the part-time teachers and 70 per cent of the full-time teachers rated the value of their business experience in this manner.

16. One-hundred and fifty-three, or 75.35 per cent of the business instructors, had established specific units or definite objectives based on their business experience. Slightly less than 80 per cent of the full-time teachers and 75 per cent of the part-time teachers established these units or objectives.

17. Over 97 per cent of the junior college business teachers expressed the opinion that their business experience was extremely valuable when applied to the classroom situation. One-hundred and eleven, or 54.41 per cent of the teachers felt that business experience provided teachers with contacts among businessmen for use in the classroom. The percentage of part-time teachers who agreed with that statement was 57.95. Only 51.72 per cent of the full-time business teachers agreed with the statement. One-hundred and fifteen, or 54.76 per cent of the business teachers expressed the opinion that business experience should be a prerequisite for teaching business at the junior college level. The percentage of full-time teacher who concurred with this statement was 57.14, while 51.65 per cent of the part-time teachers agreed with the statement.

Degree: M.S. in Education

Advisors: W. K. Ogilvie, L. Maxwell

THE ACADEMIC ACCOMPLISHMENTS AT NORTHERN ILLINOIS UNIVERSITY OF ACCOUNTING TRANSFER STUDENTS RELATIVE TO ACCOUNTING NON-TRANSFERS

Alan Gordon Donohue
1967

Statement of the Problem

The major purpose of this investigation was to compare certain academic records of transfer and non-transfer undergraduate accounting majors at Northern Illinois University in order to determine how transfer students in accounting fare academically at Northern Illinois University when compared to non-transfer accounting students.

The source of academic information for both transfer and non-transfer students was official academic transcripts on file in the Office of the Registrar at Northern Illinois University. Over 1,800 transcripts were examined; of these 1,200 were used in this study.

Procedural Methods of the Study

In order to reach the conclusions submitted by this study many analyses were made. Because of the great quantity of data and the large number of comparisons and correlations which had to be performed, it was necessary to develop computer (IBM 1620, Fortran II) programs to process the data. First, the data had to be taken from the original source (i.e., transcripts) and processed down to a point where it could be coded on one IBM card per student. The computer then developed much of the summary data needed for the comparisons performed and the manual and mechanical computations of numerous correlations.

Summary of Significant Findings

Some of the results of this study were:

1. No indicator of potential academic performance at Northern Illinois University exists for transfer students.

2. In general, transfer students achieve better grades in the second semester than they do in the first semester at Northern Illinois University.

3. No indicator of potential academic performance at Northern Illinois University exists for non-transfer students.

4. The accounting grades transferred in are better than the grades received at Northern Illinois University by native students in the same courses.

5. Transfer students on the average receive poorer grades in accounting at Northern Illinois Univeristy than do native students.

6. The difference between transfer and non-transfer students' grade point averages seems to be narrowing.

7. Transferor schools vary in the quality of their transferred students.

Recommendations

This study suggests that the Department of Accountancy investigate the possibility of implementing these recommendations:

1. Continued cooperation and contact between accounting instructors and administrators at the junior college level and the Department of Accountancy at Northern Illinois University.

2. Extending and updating this study periodically.

3. Expanding this study into other areas of information.

Degree: M.S. in Business Administration

Advisors: Donald E. Kieso and Clarence G. Avery

A SURVEY OF THE MANIPULATIVE SKILLS UTILIZED IN ELECTRONICS MANUFACTURING WITH RELATION TO THEIR INSTRUCTION WITHIN THE JUNIOR COLLEGE ELECTRONICS TECHNOLOGY PROGRAMS IN ILLINOIS

Charles O. Warthen
1967

Statement of the Problem

The purposes of this study were to ascertain what specific manipulative skills are especially desirable for electronics technicians entering representative electronics oriented industries in northern Illinois; to ascertain what specific manipulative skills are being taught in junior college electronics laboratories within the State of Illinois; and to ascertain which manipulative skills, rated as especially desirable by in-service electronics technicians, are actually included in junior college electronics technology courses.

Procedural Methods of the Study

The data for the study were collected from a review of current literature relating to the electronics technician; his nature, duties, education, and future. Additional data, relating to the specific manipulative skills needed by the technician, were obtained from questionnaires sent to 44 in-service electronics technicians employed in electronics manufacturing and service industries within northern Illinois. Data, relating to the instruction of manipulative skills, were obtained from questionnaires sent to 21 electronics instructors employed in public junior colleges offering instruction in technical education and having two or more laboratory related courses in electronics technology.

Summary of Significant Findings

The following is a summary of the current literature relating to the electronics technician:

1. It is generally accepted that the technician is a difficult person to classify. It is believed that as many as several hundred jobs may be classified under this broad heading.

2. Many leading educators believe that there are two types of technicians. Engineering technicians, usually with higher education and trained to assist engineers and scientists in the planning phases of production; and industrial technicians with less formal education, but with more practical training in production servicing and similar operations.

3. While electronics technicians are not necessarily skilled craftsmen, they need some familiarity with one or more skilled trades. They must also be able to use complex electronic and mechnical instruments, test instruments, and computing devices.

4. Electronics technicians with high degrees of skill training usually have less formal education and do not progress as far up the ladder of responsibility as those with more formal education and a lesser degree of manipulative skill training.

5. The ability to use algebra and trigonometry is an important characteristic of those technicians involved in the application of scientific or engineering principles. Most technicians do not require a high facility with higher mathematical principles, however, these requirements are usually determined by the phase of technology in which they are involved.

6. Electronics technicians, often involved in the application of many physical science principles, identify only specific segments of this science as being functionally related to the electronics field.

7. Due to the increasing complexity of certain technical occupations, many technical training institutions have gone from the standard two-year curriculum to a new three-year curriculum. Some educators believe that technical education may eventually be provided at the baccalaureate level or beyond.

8. Skills in reading, writing, and speaking correctly, along with concentrated training in mathematics, science, and the manipulative skills are essential to the ultimate success of the electronics technician.

9. The employment outlook for the graduate electronics technician in the Midwest is bright. Opportunities are expected to be very good through the mid-1970's. There is an enormous demand for qualified personnel in all fields of electronics, regardless of the area.

The survey forms were another source of information. Information obtained through the utilization of these forms is summarized as follows:

1. Nearly all, 41, of the electronics technicians were between 20 and 49 years of age. Only three were 50 or older.

2. All of the electronics technicians attended high school with half of them progressing beyond high school into programs at the post high school level.

3. One-half of the 44 electronics technicians performed duties classified as either high level technical responsibilities, involved in the planning phases of production, or general liason work, involving many levels of responsibility.

4. Blueprint reading was the shop practice performed most frequently by the electronics technicians. Soldering and wiring techniques were ranked as the shop practices next most frequently performed.

5. The drill press was the machine tool most frequently operated by the technicians. Other machine tools were also operated, but with far less frequency.

6. Soldering devices and the portable electric drill were the portable electric tools operated by the technicians with the greatest frequency.

7. Of the 27 types of electronic test equipment operated by the electronics technicians, the multimeter (VOM) and the oscilloscope were used most frequently. Among the test instruments used the least were the bar generator and vibrator tester.

8. Electronics technology enrollments within the participating schools ranged between ten and 135 students. The mean enrollment was 55 students per school.

9. Of the 495 students enrolled in electronics technology programs, within the participating schools, two-thirds were full-time students. Of the total enrollment, within these programs, 98.8 per cent of the students were enrolled for college credit.

10. Approximately two-thirds of the 69 electronics courses offered within the participating schools were primarily theory oriented.

11. Instruction relating to the operation of electronic test equipment was the shop practice most frequently taught within the participating schools. Office machine operation and cable wrapping procedures were least taught.

12. The drill press and pedestal grinder were the machine tools utilized the most in the instruction of prospective electronics technicians.

13. Portable power tools were utilized more frequently than machine tools in the instruction of manipulative skills. Soldering tools and portable electric drills were the devices most frequently used.

14. Electronic test equipment most frequently used were multipurpose instruments, such as the multimeter (VOM), vacuum tube voltmeter, and the oscilloscope. Single purpose devices, such as the vibrator tester, bar generator, and B & K analyzer were among the instruments utilized the least.

15. Up to now, the junior colleges have not contributed heavily to the total electronics experience and education of in-service electronics technicians.

16. Although many schools offer many non-credit, part-time, courses which account for large enrollments; the electronics technology enrollments within the junior colleges are primarily made up of full-time students taking courses for college credit.

17. The junior colleges are performing an excellent job in meeting the needs of prospective electronics technicians as they relate to the utilization of electronic test equipment. Instruction relating to nearly all of the electronic test equipment utilized in industry is provided within the junior colleges participating in this study.

Degree: M.S. in Education

Advisors: G. W. Senteney, O. J. Quick

A STUDY OF STUDENT LEVELS OF SATISFACTION WITH COMMUNITY COLLEGE AND SENIOR COLLEGE INSTRUCTION AND SERVICES

William E. O'Brian
1967

Statement of the Problem

The purpose of this study was to compare attitudes of students who had experienced both junior college and university education in the State of Illinois toward four broad categories of educational activity. Those categories were administration, instruction, counseling, and services other than counseling. The purpose of the study included securing data by which the effectiveness of the junior college, in terms of student perceptions, could be compared to the effectiveness of the university in each of the four categories mentioned.

Procedural Methods of the Study

The procedural development of the study included the following sequence of activities:

1. The literature of the field related to the junior college and particularly to administration, instruction, counseling, and services other than counseling was reviewed. Special attention was given to research studies based upon the questionnaire technique.

2. A survey instrument was structured by the updating and modification of a questionnaire form used in the Iffert study.

3. The questionnaire was distributed to students of seven Illinois public universities by direct mail, through cooperation of university instructors, and through student personnel on university campuses. The students involved in the study had attended an Illinois public junior college and had completed at least one semester of university study. A total sample of 539 completed questionnaires was thus realized.

4. Chi square techniques were applied to test the major hypothesis, that in the opinion of students no significant difference existed in the instruction and services of the junior (community) colleges and universities of the State of Illinois.

5. The data was further examined using Chi square and appropriate null hypotheses on the bases of length of time in junior college (1 year or 2 years) and individual university attended.

Summary of Significant Findings

An analysis of the data of the study resulted in the following findings relevant to Illinois junior college and university educational services in terms of student opinion and reaction.

1. Administration. Student opinion reflected a preference for junior college class size over that of the university. Student opinion further revealed a preference for university library facilities, services, and study conditions over those of the junior college. Finally, student opinion indicated a preference for the university in availability of electives.

2. Instruction. The study data indicated that student opinion favored junior college instruction on such items as accessibility of instructors, aid in techniques of study, accuracy in grading, accuracy in formulating tests, and aid in problems relating to course work. The data indicated that student opinion found the university preferable in degree of emphasis on intellectual and cultural pursuits and in the use of teaching aids. No significant differences were found in student reaction to teaching ability of junior college and university instructors or in their ability to structure course objectives accurately.

3. Counseling. The data of the study indicated that the junior college was superior in aid given in selecting first term courses, availability of counselors and advisors, personal aid from instructors on individual problems, and the availability of personnel deans. The data indicated a student preference for university vocational counseling and that more vocational counseling material was available on the university level.

4. Services other than Counseling. In the area of services other than counseling, the data showed that the university was superior in facilities, formal and informal activities, social contacts, loans, scholarship aid, and health facilities.

Conclusions of the Study

Analysis of the data derived from the study suggested the following conclusions:

1. Student reaction tended to indicate a need for more and better library facilities and for better library study conditions on the junior college level. It also indicated a need for broadening the scope of the junior college curriculum to allow for more freedom in selecting electives.

2. The data indicated that in the opinions of students the general instructional level, in a comparative sense, was better at the junior college than at the university level.

3. Though counseling in the junior college appeared strong in a comparative manner, the service was not on as high a level as might have been anticipated in a multi-purpose institution which lists counseling as a basic function. The counseling service offered by the junior college was definitely preferred to that offered by the university. Nonetheless, counseling in the junior college seemed to be in a promising, but developmental, stage.

4. The junior college must make immediate and significant progress in services other than counseling if it hopes to meet the needs of its students. On the basis of student opinion, the junior college was far behind the university in these services.

5. In broad terms, the data indicated that the junior colleges were generally preferred in the areas of instruction and counseling. The universities were generally preferred in administration and services. The junior colleges excelled in instruction, the universities in services other than counseling.

On the basis of the findings of the study, the following recommendations are made:

1. It is recommended that the junior colleges strive to maintain present class sizes.

2. The junior college should take immediate steps to upgrade facilities and services of the library; further, the junior college should attempt to improve the study atmosphere in the library.

3. The junior college should broaden the scope of its curriculum to provide more electives. The university should allow easy flexibility in accepting transfer credits in order to encourage the junior college to broaden its scope.

4. Junior colleges should maintain the close student-instructor relationship which student opinion found so satisfactory.

5. Since student opinion placed high value of the clarity, precision, and accuracy of junior college instruction, it is recommended that the junior college remain an instruction-oriented institution.

6. Junior college personnel should place more emphasis on the cultural, intellectual, and artistic life beyond the classroom.

7. The junior college should make more use of teaching aids and should provide in-service training in the use of such aids.

8. The junior college should attempt to maintain the easy accessibility of counselors and personnel officers. Data indicated that student reaction was most favorable to this facet of junior college counseling programs.

9. It is recommended that the junior college upgrade its service to students in the vocational and occupational aspects of guidance and counseling.

10. The junior college and the university should take steps to insure that every student is accorded a thorough orientation upon his entry to the institution.

11. Junior colleges should seek means whereby the student health services, facilities for social activities, and general recreational facilities can be expanded and improved.

12. It is recommended that the junior colleges inaugurate and/or improve services relating to the distribution of scholarship aid and loans for educational purposes.

13. It is recommended that the universities and junior colleges of the State of Illinois maintain a continuing dialogue in order to achieve an articulation for mutual growth and improvement.

14. In view of the expansion taking place in the field of junior college education, it is recommended that research studies be performed serially for the purposes of replication and keeping the educational community abreast of changes and progress toward goals.

Degree: Doctor of Education

Committee Members: W. K. Ogilvie, P. D. Abrams, R. B. Fox, G. L. Terwilliger, and G. H. Farwell.

TRANSFER STUDENTS FROM JUNIOR COLLEGES COMPARED WITH NATIVE STUDENTS AT NORTHERN ILLINOIS UNIVERSITY, FALL, 1966

Dale D. Patterson
1968

Statement of the Problem

The purpose of this study was to compare native Northern Illinois University students with junior college transfer students attending the same university on the basis of selected criteria. More specifically, the study involved an analysis of the following null hypotheses that were tested:

1. There is no significant difference in performance on the American College Test
   a. between transfer and native students at their senior year in high school.
   b. between transfer and native students at their junior year in college.
   c. between the senior year in high school and the junior year in college for transfer students.
   d. between the senior year in high school and the junior year in college for native students.

2. There is no significant difference in grade point average
   a. between transfer and native students at the completion of the first two years of college.
   b. between transfer and native students for fall semester, 1966.
   c. between transfer students who have received an Associate degree from the junior college and those who have not received an Associate degree.

3. There is no significant difference between transfer and native students in
   a. the total number of semester hours of college credit earned in the first two years of attendance.
   b. the number of general education hours completed by the end of the second year.
   c. the number of students who are put on academic probation or dismissed for academic reasons during the junior year.

4. There is no significant difference in rank in high school graduating class between transfer and native students.

Procedural Methods of the Study

The study sample involved 399 students. One hundred and ninety-eight of the students involved in the study were transfer students and 201 were native.

All of the students in the sample graduated from high school in 1964. The native students entered the University as freshmen after graduation from high school. The transfer students attended junior colleges for two years and entered the University in the fall semester, 1966.

The transfer students were compared with the native students on the basis of the American College Test scores from two testings, one when the students were seniors in high school, and one when they were juniors in college. They were also compared on the basis of grade point averages for the first two years of college work and for the fall semester, 1966. Transfer students were further compared with natives on the basis of the amount of college credit earned in the first two years of college and their percentile rank in the high school graduating class. Transfer students who had earned an Associate degree from the junior college were compared with those who had not. An analysis was made of the students, both native and transfer, who were placed on probation at the end of the fall semester, 1966.

Summary of Significant Findings

The native students received scores which were statistically significantly higher than the transfer students on the high school ACT. There was no significant difference between native and transfer groups on the ACT administered after two years of college. Neither natives nor transfers showed significant changes within groups between the high school and college testing.

The junior college transfer students earned grade point averages for the first two years which were statistically significantly higher than the native students' averages. The native students had statistically significantly higher averages for the fall semester, 1966.

There was a significant difference between native and transfer students at the end of two years' college work in the number of hours remaining to complete degree requirements. Both groups were in the same relative position with respect to total hours earned, elective hours, and completion of general education requirements, yet the transfer students were further from graduation, and most of them would be required to exceed the 124 semester hour minimum requirement.

The native students had higher rank in high school graduating class. The mean of the transfer student distribution fell at a point which was equivalent to one standard deviation below the mean of the distribution for native students. Transfer students who had received an Associate

degree had statistically significantly higher grade point averages than students who had not completed requirements for the degree.

A multiple regression analysis indicated that grade point averages and rank in high school graduating class were more useful as single predictors of success than ACT scores when used with the regression equation developed for this study.

An unexpected finding showed no native students in the sample from communities where there were well-established junior colleges which had relatively large numbers of students in the transfer sample. It is doubtful that such a distribution could be due to chance alone; and it seems to support the prediction that as more junior colleges develop, more and more students will complete their initial higher education in local institutions and transfer to four-year schools, particularly the state universities, for upper level and graduate work.

Degree: Doctor of Education

Committee Members: Margaret Carroll, Marcella Nerbovig, C. W. Brim, W. K. Ogilvie, M. Powell

ATTITUDES OF COMMUNITY COLLEGE PRESIDENTS, CHIEF STUDENT PERSONNEL OFFICERS, AND FACULTY TOWARD THE STUDENT PERSONNEL POINT OF VIEW IN SELECTED ILLINOIS COMMUNITY (JUNIOR) COLLEGES, 1967-1968

Alfred E. Wisgoski
1968

Statement of the Problem

The purposes of this study were (1) to identify the attitudes of presidents, chief student personnel officers, and faculty toward the student personnel point of view in public community colleges in Illinois as those attitudes are manifest on a professional opinion checklist, and (2) to analyze selected characteristics in the professional training and personal experience of faculty members which distinguish the guidance oriented personnel from the non-guidance oriented personnel.

The selected characteristics of instructional staff members studied in reference to the student personnel point of view were:

1. Age
2. Sex
3. Highest degree earned
4. Graduate major
5. Undergraduate major
6. Year last graduate study was undertaken
7. Number of graduate hours in guidance courses completed
8. Number of graduate courses taken specifically identified as community college courses
9. Junior college experience as a student
10. Years of teaching experience in the secondary schools
11. Years of teaching experience in the junior college
12. Amount of experience in supervision of student activity programs
13. Participation in in-service-programs in student personnel services
14. Membership in professional education associations
15. Institutional level at which instructor preferred to teach

Procedural Methods of the Study

The procedural development of the study involved the following activities:

1. The literature concerning student personnel work in the junior college was reviewed. Special attention was accorded to relevant research studies and to the current thought of recognized specialists in the field of student personnel work and in the field of junior college functions.

2. A preliminary survey instrument containing 79 statements selected from the writings of recognized student personnel specialists was sent to eight out-of-state community college presidents, eight chief student personnel officers, and 36 community college faculty members to evaluate whether each item was in accord with the student personnel point of view. Based on the evaluation of the out-of-state community college personnel, a Professional Opinion Checklist consisting of two parts each containing 30 items was structured.

3. The checklists were sent to the presidents of 28 public community junior colleges in the State of Illinois or to the persons designated by the presidents as responsible for the distribution, collection, and return of the checklists. Completed checklists were received from 27 of the 28 community colleges that agreed to participate in the study. A total of 26 presidents, 26 chief student personnel officers, and 1,143 instructors completed the checklists. A return of 95 per cent from chief student personnel officers, and 75 per cent from instructors.

4. Two types of analyses were used. The first type involved a comparison of the instructors' responses in Part I (colleague evaluation) of the checklist with their responses in Part II (self-evaluation). The comparison was expressed in terms of the percentage of agreement or disagreement reported on corresponding items in Parts I and II. The responses of community college presidents and chief student personnel officers were similarly compared. The second type of analyses involved the use of Chi Square techniques to test the null hypotheses of the study. A total of 480 Chi Square analyses were made to test significance in 16 types of staff grouping.

5. The study was limited to an evaluation of the reaction of presidents, chief student personnel officers, and instructors to statements concerning the student personnel point of view and its practice in public community colleges in the State of Illinois during the 1967-68 school year. There was no attempt to study the intensity of the attitudes expressed.

Summary of Significant Findings

An analysis of the data obtained in the study resulted in the following findings relevant to the attitudes of community college presidents, chief student personnel officers, and instructors toward the student personnel point of view in Illinois junior colleges.

1. A majority of the community college instructors participating in the study indicated that their colleagues had a positive attitude toward all of the 30 items involved in the checklist except the items pertaining to in-service student personnel training (Item 9), and the use of cumulative records (Item 23).

2. Although a majority of the community college instructors were perceived to be in agreement with 28 of the 30 items reflecting the student personnel point of view, instructors indicated that 25 to 45 per cent of their colleagues were in disagreement with 16 of the 30 items on the checklist.

3. A majority of the community college instructors participating in the study indicated that they were in agreement with all of the 30 items appearing on the checklist except the item pertaining to in-service student personnel training (Item 9).

4. A range of 25 to 45 per cent of the instructors indicated that they were in disagreement with the items pertaining to supervising student activities (Item 6-30%), participating in policy-making affecting students (Item 11-34%), cultivating the individuality of each student (Item 19-26%), using cumulative records (Item 23-43%), supporting the open door policy (Item 24-25%), teaching general education courses (Item 25-41%), and participating in community activities (Item 28-34%).

5. The majority of the community college presidents, and chief student personnel officers indicated that community college instructors should be in agreement with all of the items in the checklist. With few exceptions the percentage of agreement among presidents and chief student personnel officers exceeded 90 per cent. Only on the item pertaining to the instructors' use of cumulative records (Item 23) was the percentage as low as 80 percent.

6. Presidents and chief student personnel officers indicated that according to their experience majorities frequently representing less than 70 per cent of their instructional staff performed positively relative to 23 of the 30 items in the checklist. More than 50 per cent of the presidents and chief student personnel officers indicated that most members of their instructional staff did not willingly supervise student activities (Item 6-65%), participate in in-service student personnel training (Item 9-60%), individualize instruction (Item 13-54%), teach students to study effectively (Item 18-54%), cultivate the individuality of each student (Item 19-65%), use cumulative records (Item 23-65%), or participate in community activities (Item 28-60%).

7. Chi Square analyses showed significant differences between the instructors' perceptions of what their colleagues did and what they themselves did relative to each item in the checklist. Instructors perceived themselves as more student-oriented on all items except the items pertaining to being more interested in teaching than in research (Item 22), and teaching general education courses (Item 25).

8. Chi Square analyses of what community college presidents and chief student personnel officers indicated instructors should do (Part I) and what presidents and chief student personnel officers indicated most of the members of their instructional staff did (Part II) relative to each item showed significant differences at the .01 level on 28 of the 30 items. There was no significant difference on the items pertaining to instructors serving as sources of educational or vocational information in their special field (Item 10), and instructors being more interested in classroom teaching than in research (Item 22).

9. Chi Square analyses of what instructors indicated they did personally relative to each item and what presidents and chief student personnel officers indicated most members of their instructional staff did relative to each item showed significant differences at the .01 level on 25 of the 30 items. Community college administrators didn't perceive their staff functioning as efficiently in the student personnel area as the staff thought they were personally functioning.

10. Chi Square was used to test for significant differences between selected groups relative to the null hypotheses of the study. Significant differences in the response patterns of the selected groups led to the rejection of 14 of the 16 null hypotheses.

The data tended to indicate that the instructors who were most apt to be in agreement with items reflecting the student personnel point of view (1) were engaged in the supervision of student activities, (2) have participated in an in-service student personnel training program, (3) belong to a professional education association, (4) have completed one or more courses specifically identified as community junior college courses, (5) have a major in an applied field of study, (6) have stated a preference to teach in a community college, (7) have completed one or more courses in guidance, and (8) are twenty-six years of age or older.

11. Other findings of the study include: (1) There was a significant difference in favor of male instructors as compared to female instructors on the items pertaining to in-service student personnel training (Item 11), cultivating the individuality of each student (Item 19), supporting the open door policy (Item 24), and teaching general education courses (Item 25). (2) There was a significant difference in favor of female instructors concerning individualizing instruction (Item 13). (3) There was a significant difference in favor of instructors who had earned less than a doctorate degree as compared to instructors who had earned a doctorate degree on the items pertaining to accepting counseling as important as instruction (Item 1), participating in in-service student personnel training (Item 9), supporting the open door policy (Item 24), a and considering the community college as a service agency (Item 29). (4) There was a significant difference in favor of instructors who had earned a doctorate degree as compared to those who had not relative to participating in policy-making affecting students (Item 11), understanding pupil personnel services (Item 12), teaching students how to study effectively (Item 18), teaching general education courses (Item 25),

and participating in community activities (Item 28). (5) The data indicated no large difference between instructors who had been students in a community junior college and instructors who had not. However, instructors who had not attended a junior college as students tended to recognize the value of counseling to a higher degree than those instructors who had been former junior college students.

Conclusions of the Study

The following conclusions are offered on the basis of the findings of the study:

1. A majority of the community college instructors manifested attitudes favorable to the student personnel point of view.

2. Although a majority of the community college instructors manifested attitudes favorable to the student personnel point of view, community college instructors are not as student oriented as they should be. Between 25 and 45 per cent of the instructors do not: (1) accept educational and vocational counseling as being as important as instruction (29%), (2) willingly help in the supervision of student activities (39%), (3) encourage students to participate in student activities (28%), (4) relate the subject matter being taught to the occupational goals of their pupils (29%), (5) participate in policy-making affecting students (37%), (6) understand pupil personnel services (39%), (7) try to meet individual differences in students by individualizing instruction (39%), (8) willingly teach students having marginal collegiate ability (29%), (9) accept developmental instruction as a desirable function of the community college (32%), (10) cultivate the individuality of each student (49%), (11) Teach students how to study effectively (32%), (12) Support the open door policy (36%), (13) willingly teach general education courses (36%), or (14) understand the community in which they teach (25%). In an institution where it is deemed essential that the entire faculty accept the guidance point of view, the negative attitudes of more than 25 per cent of the community college instructors cannot help but impair the effectiveness with which the community college fulfills its student-oriented commitment. It would seem that community colleges are more guidance oriented in theory than they are in reality.

3. There was unanimity of agreement among community college presidents and chief student personnel officers that community instructors should accept the student personnel point of view.

4. Community college instructors were not as committed to the student personnel point of view as community college presidents and chief student personnel officers indicated they should be.

5. There are characteristics in the professional training and personal experience of community college instructors which distinguished the guidance oriented personnel from the non-guidance oriented personnel.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. It would seem desirable to require community college instructors to complete two or more courses in guidance. These courses should be designed to communicate the student personnel philosophy and to develop an understanding of the pupil personnel services.

2. The academic preparation of community college instructors should include at least two courses in community college courses specifically designed to interpret the intent and scope of community college education.

3. Strong in-service student personnel training programs should be extended to all community college instructors in order to increase the degree of acceptance by all faculty members of the student personnel point of view.

Degree: Doctor of Education

Committee Members: W. K. Ogilvie, R. H. Bauernfeind, C. Canon, C. H. Miller, W. I. Schmidt

A STUDY OF THE OPEN DOOR POLICY OF ADMISSIONS IN THIRTY JUNIOR COLLEGES

Gary Tjarks
1967

Statement of the Problem

It was the purpose of this study to determine the degree of existence of the open door policy of admissions of freshmen in thirty junior colleges selected at random.

Procedural Methods of the Study

While the number of catalogues used covered a large portion of the country, the sample was affected in validity by the procedures used in obtaining the catalogues and by the extent to which these catalogues are representative of the admissions policies throughout the nation.

The criteria used to determine if the thirty junior colleges in the sample practice an open door policy or admissions are the following:

1. Did the junior college admit all high school graduates who, in their own judgment, are capable of profiting from the instruction offered?

2. Did the junior college admit all persons who are at least 18 years of age and whose high school class has been graduated and/or who in their own judgment are capable of profiting from the instruction offered?

3. Did the junior college allow the incoming student unrestricted choice in selecting a field of study whether it be terminal or transfer?

Summary of Significant Findings

1. According to the junior college catalogues of the thirty schools selected for this study through the use of a table of random numbers, 96 per cent admitted all high school graduates who in their own judgment were capable of profiting from the instruction offered.

2. Of the thirty colleges examined, 57 per cent admitted all persons 18 years of age whose high school class had been graduated and/or who in the college's judgment was capable of profiting from the instruction offered.

3. It was found that 87 per cent of the junior colleges admitted all incoming students a choice in selecting a field of study whether it be transfer or terminal.

4. Of the schools examined, 39 per cent of the junior colleges admitted all persons 18 years of age whose high school class had been graduated and/or who in their own (students) judgment were capable of profiting from the instruction offered.

5. One significant exception to the criteria stated in the study was noted inrregard to the policy of admissions. It was found that only 39 per cent of the junior colleges admitted non-high school graduates who in their own judgment were capable of profiting from instruction. This can be accounted for by the fact that in 57 per cent of the schools studied, college officials were the sole determiners of the student's capability to profit from instruction.

Degree: None (independent research)

A STUDY OF JOURNALISM COURSE OFFERINGS IN SELECTED JUNIOR COLLEGES OF ILLINOIS AS COMPARED TO JOURNALISM COURSE OFFERINGS IN SELECTED JUNIOR COLLEGES OF WASHINGTON, CALIFORNIA, AND FLORIDA

Carol Lawton
1967

Statement of the Problem

The purpose of the study was to determine the extent to which journalism as a field of study is being offered to junior college students in Illinois.

Procedural Methods of the Study

Junior colleges selected for the study included the Illinois public junior colleges (information on three inaccessible) in addition to a random selection of five junior colleges from each of the following states: Washington, California, and Florida. The latter were used as means of comparison.

Summary of Significant Findings

Findings show the journalism program of Illinois public junior colleges to be extremely limited, generally. Courses, if offered, are usually basic in nature or relate directly to newspaper-yearbook production. A total of four schools of the 18 included in this study list faculty members in journalism. These faculty members number five - hardly an impressive number for an entire state. A total of nine schools claim to have a journalism sequence of study; generally these sequences are based on general education courses. Highest number of journalism courses offered within a sequence is six (Triton). Total number of journalism courses offered throughout the state is 37; total number of credit hours given is 75. Student publications total 33; of these 33, there are 14 newspaper, 14 yearbook, two literary magazine, one student handbook, and one student directory publications.

Questions arise from the findings of this study. For example, there is the question as to why faculty members are not listed as teaching journalism when journalism courses are offered within a particular school. (Bloom, Canton, Elgin, Kaskaskia, Morton, Rock Valley). Question arises as to whose responsibility it is for the direction of the student publications when there is no journalism - trained staff member (Canton, Chicago City, Danville, Elgin, Freeport, Joliet, Kaskaskia, Lyons, Morton, Mt. Vernon, Rock Valley). Still another question is why schools claim to have a journalism sequence when they offer no journalism courses nor have any

faculty members in journalism (Danville, Freeport, Joliet, Lyons, Morton, Olney).

It seems only reasonable to conclude that the journalism program in Illinois public junior colleges has much room for improvement and extension.

Findings show the journalism course offerings in the 15 randomly-chosen non-Illinois junior colleges to be more extensive than the offerings in Illinois public junior colleges. Twelve of the 15 schools have faculty members listed in journalism. These faculty members number 18; largest number at one school is four (San Diego). A total of eight schools have journalism sequences, some including radio-TV sequences. Total number of journalism courses offered is 140. Greatest number offered at a particular school is 19 (Foothill, California). Total credit hours is 332. Student publications total 40; of these 40, there are 15 newspaper, 10 yearbook, seven literary magazine, five student handbook, two student directory, and one college brochure publications.

Some of the same questions that arise relating to the Illinois schools arise relating to the Washington, California, and Florida schools included in this study. For example, Compton (California), Miami-Dade (Florida), and St. Johns River (Florida) list no faculty members in journalism yet offer courses in journalism and sponsor student publications. Question arises as to why St. Petersburg Junior College (Florida) suggests a journalism sequence that excludes the one journalism course offered by the school.

Overall, however, the journalism programs of the above 15 schools appear generally to be more advanced than do the Illinois programs.

Degree: None (independent research)

A STUDY TO DETERMINE THE SUBJECT-MATTER REQUIREMENTS AND THE TOTAL HOURS NECESSARY TO EARN AN ASSOCIATE IN ARTS DEGREE FROM FIFTY SELECTED JUNIOR COLLEGES IN THE UNITED STATES

Richard L. Jackson
1967

Statement of the Problem

A persistent problem which has often times confronted the organizers of the junior college is the degree requirements necessary for graduation. This study attempted to determine the requirements for the Associate in Arts degree at fifty selected junior colleges in the United States.

Procedural Methods of the Study

To acquire the information necessary for the completion of this study, junior college catalogs were chosen and examined. The researcher selected the first catalog of each of the states represented in the Northern Illinois University Library. The selection process continued until a total of fifty catalogs had been obtained.

The only stipulation employed in choosing the catalog was that it be of a publicly supported institution. This condition was verified by using the "1966 Junior College Directory."

Degree requirements were categorized according to the classification outlined in the Northern Illinois University Undergraduate Catalog-1966-1967. These categories were:

1. Humanities
2. Social Science
3. Physical Education
4. Mathematics
5. Science

In those instances where quarter hours were given, they were converted to semester hours.

Summary of Significant Findings

Although the core curriculums of the junior colleges varied markedly, some generalizations can be drawn and compared with the evidence provided from other studies. From the data obtained for this study, the findings with reference to awarding of the Associate in Arts degree indicate that:

1. Some form of humanities requirement is generally included in the degree program. The most frequent (67%) requirement is six semester hours of English. This is in agreement with both the Johnson study (60%) and the California study (70%).

2. A high percentage of institutions (74%) require a candidate to have taken work in the social science field. Johnson found a much higher rate (90%).

3. Physical education and/or health is a requirement for graduation from 78% of the institutions. Johnson and Toews found the percentage to be appreciable higher (90% and 100% respectively).

4. Two-thirds of the colleges required at least a one semester course in mathematics or science. Johnson also found similar results (70%).

5. Sixty semester hours credit is usually required for graduation (40%). The percentage in Johnson's study was 67%.

6. Almost all junior college catalogs have a statement that freshmen orientation is required of all entering students, yet only one-fourth of them mention this as a criteria for graduation.

The writer realizes that a study of this type has inherent limitations. The subject-matter requirements undoubtedly would have been somewhat larger in various areas since students were given a choice between different disciplines. My paramount objective was to determine the minimal requirements to which ALL candidates had to adhere. Too, the problem of categorization of courses tends to be somewhat nebulous.

Degree: None (independent research)

A STUDY OF MOTIVATION FACTORS INVOLVED IN ADULT ENROLLMENT IN COMMUNITY (JUNIOR) COLLEGE CREDIT COURSES

Kenneth W. Griswold
1968

Statement of the Problem

The purpose of this study was to examine the motivations of adults (age 26 and over) enrolled for college credit courses at Rock Valley College, Semester II, 1968. The following motivations were analyzed:

1. Interest in obtaining a degree (Associate or Bachelor).
2. Interest in maintaining or improving present job skills.
3. Interest in preparing for another position or occupation.
4. Interest in learning more about a particular subject area.
5. Interest in obtaining a broad education.
6. Interest in meeting new people.
7. Interest in developing a hobby.
8. Interest in finding out if one has the ability to do college level work.
9. Interest in receiving college credit.

Procedural Methods of the Study

The following methods of procedure were used during the investigation:

1. A brief questionnaire was sent to each adult (born in or prior to 1941) enrolled for a college credit course at Rock Valley College, Semester II, 1968.
2. Questionnaires were sent to 653 adult students.
3. Following an extensive follow-up, questionnaires were returned by 523 of these students.
4. A tally of responses was made and percentages were computed.

Summary of Significant Findings

An analysis of the data obtained in the study revealed the following motivations of adults enrolled for college credit at Rock Valley College:

1. Fifty-four per cent of the respondents are working toward an Associate Degree.

2. Forty-one per cent of the respondents are planning to transfer to a four-year school and work towards a Bachelor Degree.

3. Fifty-two per cent of the respondents are enrolled for college credit in order to maintain and improve their skills on their present job.

4. Twenty-seven per cent of the respondents had their tuition reimbursed by their employer.

5. Sixty-five per cent of the respondents are taking college credit courses to prepare for a new position or occupation.

6. Six per cent of the respondents are receiving aid from the "G.I. Bill." However, only 19 per cent of them said that this was an influence in their attending.

7. Sixty-seven per cent of the respondents indicated that they are taking courses for comprehensive knowledge, even though it is not necessary for their occupation.

8. Sixteen per cent of the respondents indicated that the courses that they are or will be taking can be classified as a "hobby" for them.

9. Ten per cent of the respondents indicated that meeting new people was a motivation for their enrollment.

10. Forty-eight per cent of the respondents indicated that their spouse encouraged their attendance.

11. Thirty-three per cent of the respondents indicated that finding out if they had the ability to do college level work was a motivating factor in their enrollment.

12. Forty-nine per cent of the respondents indicated that they would take the course they are now taking if it was a non-college credit course. However, 91 per cent of these adults indicated that they would prefer to receive college credit for the course.

Degree: None (independent research)

Advisor: W. K. Ogilvie

A SURVEY OF OCCUPATIONAL COURSE OFFERINGS IN SELECTED ILLINOIS JUNIOR COLLEGES

John E. Hess
1968

Statement of the Problem

The purpose of the study was to examine the occupational course offerings of ten selected public junior colleges in Illinois. The study was further designed to achieve the following objectives:

1. To determine the extent of occupational course listings, in the surveyed schools, as reflected in the catalogs of those institutions.

2. To determine the number of actual occupational courses offered as indicated in the first and second semester, 1967-68 class schedules of the surveyed junior colleges.

3. To calculate the total number of different courses offered in each occupational area, by each school, for the 1967-68 school year.

4. To compute the total courses offered as a per cent of the total courses listed. This was done for each occupational area within each school, and a composite total percentage was determined for each school and for the schools as a whole.

Procedural Methods of the Study

The following procedures were utilized in the course of the present study:

1. Ten public junior or community colleges were selected from those listed in the current directory of Illinois Junior Colleges.

2. An administrator at each selected school was contacted for both the first and second semester, 1967-68, class schedules.

3. Current catalogs of each school were obtained from the Coordinator of Community College Services at Northern Illinois University.

4. The catalogs were analyzed to secure the occupational course listings.

5. The class schedules were analyzed to determine the occupational course offerings.

6. The findings of the catalog and class schedule studies were recorded and percentages computed.

Summary of Significant Findings

1. The study established that the range of the number of courses listed by the junior colleges involved was from 50 to 282 with a mean of 125.6.

2. The range of the number of courses offered was from 50 to 207. The mean was 95.

3. The percentage of courses offered as compared to courses listed ranged from 53 per cent to 100+ per cent. The 100+ per cent was registered by the two schools which offered more courses than had been listed in the catalogs.

4. Taken as a whole, the ten junior colleges listed 1,256 courses in their catalogs and they offered 950 courses during 1967-68. As a result, for the schools surveyed, 75.6 per cent of the courses listed were offered during the 1967-68 school year.

5. All schools offered courses in the business area with secretarial training and data processing the predominant categories.

6. Six of the schools offered courses in nursing which could lead to an associate degree. One school offered courses in Practical Nursing.

7. All schools offered courses in electronics.

8. Six schools offered courses in agriculture.

9. The allied Health fields have not received a place of prominence among the schools surveyed.

Degree: none (independent research)

A STUDY OF THE EXTENT TO WHICH TWENTY-FIVE SMALL COMMUNITY COLLEGES ARE PROVIDING SUITABLE COURSES IN THE BIOLOGICAL SCIENCES AS A PART OF THEIR GENERAL EDUCATION OFFERINGS

Carmen Whitaker
1968

Statement of the Problem

To determine the nature of course offerings in the biological sciences which are available to individuals seeking a general education, and to evaluate to what extent such offerings appear to be specifically designed to achieve the goals of general education.

Procedural Methods of the Study

Twenty-five small (fewer than 3,000 students, including both full and part-time) colleges, professing to hold the community college philosophy, and stating general education to be one of their principal goals, were selected, with an effort to have all geographical areas of the United States represented.

The name of the school, its location, size, philosophy of admission, stated objectives, and offerings in the biological sciences were noted, using catalogs for either the 1966-67 or 1967-68 school years.

Courses in Agriculture, Forestry, Nursing, and other biologically related vocations were omitted.

In recording the number of course offerings at a particular school, courses covering the same subject matter, but extending over two semesters or three quarters, were treated as one course.

Summary of Significant Findings

1. If Thornton's assumption that general education courses should be specifically designed to achieve general education goals is accepted, the data involved in this study suggests that most of the community colleges surveyed were not providing suitable courses in the biological sciences to serve as electives in a general education program. Only four of the 25 colleges, or 16%, describe a course in biology as being designed for general education (or for the liberal arts major). Two others describe a course which appears to deal with topics appropriate to general education, but which also is used as a prerequisite for all other biological science courses. If these are included, it can be stated that 24% of the colleges surveyed offer a course in biological science which will meet the needs of the general education student.

2. Some courses were described as being designed for pre-professional students, majors and minors, and for general education. It was felt by the writer that the goals and needs of individuals in these various areas are so different that the courses in question could not adequately fulfill the needs of all.

3. Five of the community colleges, or 20%, offered no course in General Biology. If a general education student in one of these institutions felt a need to include biological science as a part of his educational development, he would be forced to choose either General Zoology or General Botany.

4. In his study of 30 junior colleges, Thornton found only eight, or 26.6%, had a biological science course different from the standard one-year transfer course. His study included very large as well as very small two-year institutions.

Degree: none (independent research)

PROBLEMS ASSOCIATED WITH THE OPERATION OF OCCUPATIONAL OR TECHNICAL PROGRAMS IN FIVE COMMUNITY COLLEGES

David H. Lynch
1968

Statement of the Problem

It was the purpose of this study to ascertain from the administrative officers of occupational or technical programs of the community colleges included in this study (1) what the most significant problems were in the operation of all the programs subsumed within the purview of their office; and (2) what specific programs under their jurisdiction presented the least problems.

Procedural Methods of the Study

The technique used to obtain information relative to the study involved interviews with the administrators of occupational programs. The sample of institutions involved included five community colleges located in the area served by Northern Illinois University.

Summary of Significant Findings

The first part of this study sought to determine what, in the opinion of the occupational or technical administrative officers of the community colleges studied, were the most significant problems associated with the operation of programs subsumed within their purview. The following are responses of the administrative officers according to frequency of mention:

1. Qualified faculty are difficult to find for a number of reasons: The general scarcity of college teachers because of tremendous growth in educational institutions, the relatively low salaries paid by community colleges versus the amount of experience and educational level required by state, and local school boards. (In one college, a master's degree was required by the local school board; in all others, a bachelor's degree or less was acceptable.) And, related to the preceding, there is a great demand by industry for certain skills.

2. In regard to student demand, there is still a stigma attached to most occupational programs. Most students tend to enroll in the more prestigious transfer program which fails to meet the stustantive needs of the majority of these pupils since most of them are terminal.

3. Another problem was the high cost of many occupational programs. Programs like electronics and auto mechanics require all kinds of very expensive equipment to make them worthwhile and operable. In addition, student demand for a particular program may be negligible due to a diversity of interests resulting in a dilution of demand for any specific program. Many community colleges required a beginning student enrollment of at least thirty (which would take into account the dropout rate) before even considering offering a program. One administrative officer used an obverse approach. He would start a program and then go out and "beat the bushes" for students. Still another administrative officer stated that in order to get state funds for occupational courses, no transfer students could enroll in such courses--state funds are used to aid the occupational student.

4. Many faculty members in the disciplines outside of the occupational area feel that such courses should not be taught in college; they are "not college-level" many say. Also, in some of the colleges surveyed, there was an extant paucity of physical facilities. Many programs are still being taught in inadequate rather diverse (as to location) high school facilities.

5. Lack of cooperation between high school and junior college general education requirements and poor high school counselling were also mentioned as problem areas.

6. One administrative officer indicated that the high general education requirement which North Central requires for accreditation constituted a problem.

7. One of the occupational directors complained that he was plagued with a multitude of diverse requests for courses and somewhat limited as to funds to pay for them all; therefore, he had to make a number of decisions as to which courses that his institution should offer. Such decisions are difficult.

The second part of this research project sought to determine what specific programs under the jurisdiction of the participants presented the least problems. However, some general statements may be made in relation to the question.

1. The business programs are usually in the most demand by students, relatively easy to obtain faculty for, and from an occupational viewpoint not too expensive (except for data processing which is very expensive) as far as equipment cost is concerned.

2. Agriculture is a program with good student demand. Also, as one occupational administrative officer put it, "Faculty in this area are a dime a dozen."

3. Drafting, auto mechanics, and health programs were noted by some of the participants as being of little trouble to operate.

Degree: none (independent research)

A SURVEY OF HIGH SCHOOL STUDENT CONCEPTS AND UNDERSTANDINGS CONCERNING THE PUBLIC JUNIOR COLLEGE

Fred Rice
1968

Statement of the Problem

It was the purpose of this study to discover some of the currently existing understandings of the public community junior college from a selected group of high school students.

Procedural Methods of the Study

A questionnaire was designed to determine high school student understanding of some factors associated with junior college attendance. The questionnaire was given to high school students who indicated the Elgin Community College was one of three institutions that they might attend after high school graduation. The students were further classified as "transfer oriented" or "occupational oriented."

Summary of Significant Findings

An analysis of the questionnaire returns indicated the following:

1. In response to the definition of a junior college, 23% said that it is a college where one may acquire the first two of his four years of college and that it would be necessary to transfer to complete this education. Sixty-five per cent said that a junior college is a two-year college where, in addition to the first two years of college, students can also obtain two-year programs in occupational and vocational areas. Ten per cent of the students believed the junior college to be simply a two year trade and technical college.

2. In attempting to assess high school students' understanding concerning the transferability of junior college students to a four-year college, it was discovered that 4% believe junior college credits will not be accepted by a four-year college while 13% believed that junior college students are likely to lose credits in transferring. Eighty-three per cent said that junior college students in transferring must meet all requirements of the school to which transfer is being made.

3. When asked what kind of grades they thought a junior college student would make upon transferring to a senior college, 65% believed that the grades of a junior college transfer in a four-year institution would be about the same as grades he made in junior college. Twenty-nine per cent said the grades would be lower and 6% felt they would be higher.

4. Concerning junior college admission patterns, 38% said the junior college will admit any student who graduates and in some cases students who have not graduated. Fifteen per cent believed admission is limited to those students who have been carefully screened and who show promise of succeeding in college. Forty-seven per cent believed the junior college admits students on the same basis as most four-year colleges.

5. The admission policies of the junior college appear to be the fuzziest in the minds of high school students. In neither grouping was there evidenced any strong cleavage to any one of the responses. A majority of occupational students would believe that admission is on the same basis as the four-year colleges and 47% of the transfer students also believe this to be true.

6. The final item of the five for measuring concepts of the junior college had to do with those courses in the junior college that are labeled occupational. Ten per cent believed these were not college level courses. Fifty-six per cent granted them college level status but believed that credit earned for them would sometimes not be transferrable to a four-year college. Thirty-one per cent felt that occupational courses were college level and that credits earned would transfer as quickly as credits earned in the academic areas. Two per cent had no response on this item.

7. To the statement asking for reasons why the respondent might attend a junior college a variety of answers were given. Generally, these responses centered around the following: Closeness to home, less expensive, easier to get into and easier to stay in, and inadmissibility to a four-year college. By far the majority mentioned proximity to home and cost than any other reason.

8. Occupationally oriented students tend to evidence more indecision and lack of realism about college than do the transfer oriented.

9. Occupationally oriented students tend to see the junior college, in terms of transferability, grades, admission policies, and credits, more on a par with the four-year college than do the transfer students.

10. Transfer oriented students generally show themselves to have a more adequate understanding of the junior college than do the occupationally oriented even though a higher percentage of the transfer oriented indicated that no one had provided them with accurate and truthful information about the junior college.

11. Transfer oriented students evidence a greater degree of realism about their college plans and a lesser degree of indecision than do the occupationally oriented.

12. High school guidance programs need to do a better job of providing accurate and truthful information to all students concerning the community junior college and also to attempt to ensure greater student understanding of this information.

Degree: none (independent research)

THE FINANCIAL AID ADMINISTRATOR IN THE COMMUNITY COLLEGES IN THE STATE OF ILLINOIS

Claude C. Kaczmarek
1968

Statement of the Problem

It is generally accepted that financial aid is a vital factor in the admission and retention of students, enabling as many as possible of the students approved for admission to any institution to enroll and to complete their objectives regardless of the limitations of their personal financial resources. But many difficult decisions must be made as to who is needy and to the extent of financial aid to be rendered to each applicant. These decisions are made by the school personnel director responsible for coordinating the financial aid programs at each institution.

The role of the financial aid officer has developed with increasing clarity and definition. He has emerged as a student personnel administrator in the same general category with admissions directors and deans of students, whose effective performance influences the entire student body.

Although the financial aid officer's work is normally student-centered, his time is by no means devoted entirely to seeing students and to studying their financial aid applications. In fact, he sometimes becomes highly frustrated as the result of his involvements with many publics which keep him from knowing the very students whose academic and financial well being are his primary concern. This is especially true in the community colleges where the financial aid officer has responsibilities in the areas of admissions, registration, academic advising, personal guidance of students, and other student activities.

This study is primarily informational in nature; no attempt is made to provide conclusions or recommendations. The study provides background information dealing with the professional employee responsible for the administration of financial aids in Illinois community colleges.

Procedural Methods of the Study

Request for information was sent to thirty-five community colleges in the State of Illinois. The information used as the basis for the report was obtained from thirty-three questionnaires returned.

Summary of Significant Findings

The data collected as the study progressed tended to indicate the following information relative to the individuals involved in student financial aid work in the public community colleges of Illinois:

1. Study data indicated that there were almost as many different titles under which the director of student aids functioned as there were community colleges in the State of Illinois. Twenty-nine different titles were recorded. Examples of these were: Coordinator of Student Affairs, Dean of Student Personnel, Financial Assistance Director, and Financial Aid Counselor.

2. The range of degrees earned by individuals primarily concerned with student financial aids was from a baccalaureate degree plus fifteen additional hours to three doctoral degrees. Sixty-four per cent indicated that they held masters degrees plus thirty or more hours.

3. A wide range of past educational experience was evident. The greatest number of years of previous experience was thirty-three and the least number was one. The mean number of years of previous experience was fourteen.

4. Of those more frequently mentioned undergraduate majors of financial aid directors were Education, Social Studies,, and English.

5. Graduate preparation in the field of guidance and counseling tends to greatly overshadow any other area of study.

6. A small number (4) were very decisive, equally split on their future plans in regard to continuing on and securing or not securing further advanced degrees. The remainder were almost equally split as indecisive.

7. Approximately two-thirds of the people replying indicated that they do not hold academic rank. Those who hold academic rank are equally distributed. No individual held the rank of full professor.

8. Approximately one-third of the individuals taught classes in addition to their other administrative duties. An equal number had taught in the past at the college at which they were presently employed.

9. Approximately one-half were experiencing their first year of aid administration at their present positions. Only one-third have had more than three years experience at their present position.

10. Each reply indicated that other administrative work other than financial aids was performed. Over seventy per cent were responsible for registration, admissions, personal guidance and academic advising in addition to financial aid work. Other areas of responsibility were veterans' affairs, placement, policy development, selective service counseling, building administration, student activities, and testing.

11. Seventy-three per cent were instrumental in starting the program of financial aids at the institution where they are employed.

12. The range of time spent in financial aid work was from twenty to eighty per cent of their work load. Seventy per cent spent less than thirty per cent of the working week on aid work.

13. The salary range of the respondents was found to be as follows: Sixteen per cent earn between $8001-$10,000; thirty-two per cent earn between $10,001-$12,000; thirty-three per cent earn between $12,001-$15,000; and sixteen per cent earn over $15,000. One individual failed to reveal a salary figure.

14. Seventy per cent are employed on a twelve-month basis, while the remainder were equally divided on a nine, ten, and eleven basis.

15. Sixty per cent felt that they were being adequately paid.

16. The mean age was forty-one (41), with a range from twenty-four (24) to sixty-one (61).

17. Eighty-five per cent of the aid administrators are male.

Degree: None (independent research).

A SURVEY OF ART CURRICULUM FROM TWENTY SELECTED COMMUNITY COLLEGES

Richard Rohsnagel
1968

Statement of the Problem

The purpose of the study was two-fold: (1) to analyze the number and type of course offerings in the area of art in selected community colleges, and (2) to determine the number of general education course hours and art course hours required of art majors in selected community colleges.

Procedural Methods of the Study

The art curricula offered by 20 selected community colleges located in ten states was analyzed. The states and the number of community colleges per state involved were as follows: Arizona (1), California (4), Florida (1), Illinois (7), Kansas (1), Michigan (1), New York (2), Pennsylvania (1), Texas (1), and Washington (1). All quarter hour offerings were converted to semester hours.

Summary of Significant Findings

An analysis of the data involved in the study indicated that:

1. The survey indicated that west coast junior colleges offer a more comprehensive selection of courses in art than do junior colleges located in other geographical areas.

2. The range of art courses offered by junior colleges involved in the study ranged from four courses to 61 courses. Among Illinois junior colleges, course offerings ranged from seven courses to 19 courses with the median number 11.

3. Of the total junior colleges involved in the study, the art courses most frequently offered were in the course categories of painting, drawing, photography, and design. In Illinois junior colleges the most frequently offered courses were in the categories of painting, drawing, and art history.

4. All of the junior colleges involved in the study offered courses in painting. All but one of the institutions offered a course in art history.

5. The range of art credit hours required of individuals working toward an associate degree in art ranged from 12 credit hours to 34 credit hours with a median of 21 credit hours. In Illinois junior colleges, art hours required for an art major ranged from 12 hours to 24 hours with a median of 20 hours.

6. The range of general education credit hours required for an associate degree in art was found to be from 15 hours to 40 hours. Among Illinois institutions the range was found to be from 15 hours to 38 hours.

7. Phoenix (Arizona) Community College was found to be the institution, at the time of the study, actually offering the largest number of art courses mentioned in their catalog. The Phoenix catalog mentioned a total of 42 art courses, and its 1968 spring schedule indicated that a total of 35 art courses were offered that semester.

8. The study indicates that a very small percentage of the art courses being offered were actually designed for the non-art major or as general education courses.

Degree: none (independent research)

THE EFFECT OF GROUP COUNSELING ON STUDENTS PLACED ON ACADEMIC PROBATION AT ROCK VALLEY COLLEGE, 1966-1967

Robert C. Berg
1968

Statement of the Problem

This study was concerned with the relationship between participation in group counseling and five kinds of behavioral changes. Specifically, it was sought to determine: (1) what changes in academic achievement occur during the period of group counseling, (2) what differences can be noted in the percentage and pattern of college drop-outs during the period of group counseling, (3) what changes occur in the directional shifts of positive and negative self-referent items used in a self-descriptive manner during group counseling, (4) what changes occur in the attitudes of tolerance and ability to relate to other group members by participants following the treatment period, and (5) what changes occur in self-perceived behavior in groups before and after counseling.

Procedural Methods of the Study

The subjects used in the study were randomly drawn from an original group of ninety-four full-time freshman students who had been placed on academic probation at the conclusion of the first quarter of the 1966-67 academic year at Rock Valley College, Rockford, Illinois.

In order to assess change in the five variables with which this study was concerned, the orthodox experimental design is employed. The experimental participants were matched to a similar control group taken from the same original sample. Matching characteristics included sex, age, grade point average, and composite score on the American College Test.

The experimental sample was broken down into four counseling groups, and those students participated in group counseling during the second quarter for nine meetings. The groups were led by the present investigator and a professional colleague.

Before, during, and after the treatment period, instruments were administered to both experimentals and controls for eventual comparison. The Rock Valley College Registrars' Office provided those data pertaining to grade point average and course withdrawals.

The following kinds of data were obtained from this design:

1. Academic achievement. Grade point averages for experimentals and controls for the first and second academic terms.

2. Pattern of withdrawals. Objective records of course withdrawals for all of the participants.

3. Verbalized self-concept. The Self-Referent Item Form was used to produce comparison data between first and second administrations for both groups.

4. Tolerance and ability to relate. A Semantic Differential Form was employed with the counseling groups only to yield data relative to the process of cohesiveness within the counseling group structure.

5. Self-perceived role behavior. Each member of a counseling group rated himself on the sixty-item Group Behavior Inventory before and after the counseling period. Computation yielded mean scores for each of six behavior modality categories.

Each of the five hypotheses were stated in null form to facilitate the statistical handling of the data. Where statistical analysis was not appropriate, inspection of results was used.

Summary of Significant Findings and Conclusions

1. No significant differences were noted in academic achievement between experimental and control groups. A comparison of t-values indicated .93 for the experimentals as opposed to .31 for the controls. The null hypothesis could not be rejected.

2. The pattern of withdrawal from courses showed that the experimental group dropped more courses than did the controls and that more experimental individuals were involved in course load reductions. The hypothesis that there would be no differences was thus rejected.

The conclusion to be drawn is that, one way or another, counseling probably had some relationship to the pattern and percentage of withdrawals during the academic term.

3. Directional changes in response to the self-referent items were observed for both the experimental and control groups. From the first to the second administration of the form, both groups under study exhibited response percentage changes from positive to negative-neutral categories. The percent of change was slightly higher (five percent as opposed to two percent) for the experimentals than for the controls. The implication is that counseling apparently aids the student in clarifying his perception of self.

4. Through the use of the Semantic Differential Form, the data collected dealing with inter-group tolerance and ability to relate to other group members, suggests that the null hypothesis should be rejected. Comparison of pre- and post-means showed a shift in means that was significant at the .01 level.

The conclusion to be drawn is that through sharing of experiences and discovering the mutuality of common problem areas in the typical, unstructured group operation, the tolerance level increases and participants exhibit a greater ability to relate in a positive way to one another.

5. The self-perceived role behavior in the group shifted toward higher means on five of the six behavior modalities with pairing reaching a statistical significance at the .05 level. Inspection of these results provide some interesting correlates with the fourth hypothesis. The most significant shift in role behavior was pairing. By definition this refers to the need and desire to establish and maintain close personal relationships with other members, and conduct group interaction on an intimate and personal level.

6. If grade point average is to be used as an index of counseling effectiveness, it should be measured over a longer period of time so that the more subtle effects of counseling have an opportunity to manifest themselves in terms of overt behavior.

7. It appeared from the present research that some real changes occurred in attitudes toward other members of the counseling groups and in participants' perceptions of role behavior.

8. The group model provides the atmosphere for the recognition of the mutuality of typical problematic situations.

9. The group situation offers a miniature society in which the individual can test new behaviors.

10. The multiple setting provides the opportunity for group members to relate in a real way to other individuals in a controlled situation.

11. The group model is the most economical method of therapy in terms of numbers of counselor contact hours.

Degree: Doctor of Education

Committee Members: Carroll M. Miller, John A. Axelson, James A. Johnson, Henry A. O'Connor, Kenneth L. Greene